montana schools

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Precision Teaching

A look at possibilities

Dr. Ogden Lindsley, "the father of precision teaching," and Henri Sokolove, resource consultant for precision teaching in the Shawnee Mission Public Schools in Kansas, were featured speakers at a workshop held Jan. 25-27 in Great Falls.

During an interview with *Montana Schools*, Lindsley explained how his project adapts to many teaching methods.

"Evaluation is not separate from teaching," Lindsley commented. "You can't teach without it. If you have two ideas to try, you must determine which of the two helps the learner better," he said.

"Precision teaching is not a new method of teaching," writes Norris Haring, Director of Experimental Education at the University of Washington and one of Lindsley's close associates. "Instead, it is a set of procedures which can be used with any method of teaching."

Working on the principle of continuous measurement and charting of a child's progress, precision teaching procedures are designed to enable the teacher to discover the abilities of each child and allow him or her to advance at his or her own individual rate.

"We are measuring change in performance, rather than performance," Lindsley explained. "Charting shows the change in performance, acceleration of correct behavior and deceleration of errors. And so, learning becomes our goal, not performance," he said.

According to Lindsley, precision teaching is over ten years old. It reaches into 18 states, 47 districts, and about 329 classrooms.

Lindsley pointed out that his project first developed when he was working in special education areas. Precision teaching methods became associated so closely with special education, that Lindsley wanted to change the scope to demonstrate that it could he preventative as well as remedial. "With the development of the Sacajawea Plan (a Great Falls District Innovative Program funded by Title IV-C, ESEA exemplary site grants that became nationally validated by the Joint Dissemination Review Panel from the U.S. Office of Education) precision teaching moved into the elementary schools and was no longer just a special education tool," Lindsley said.

However, as Sokolove pointed out, more expansion just within the districts (not necessarily geographically) is possible. Sokolove estimated that about 85 percent of precision teaching is used in elementary levels, while the remaining 15 percent of the system is incorporated in seeondary programs. Because data collection methods prescribed in precision teaching readily lend themselves to science and math curricula, the system seems to thrive there. But, Sokolove pointed out that precision teaching could be applied also to measuring growth and identifying problem areas in subjects as subjective as social studies and English composition by breaking down thought patterns into measurable units.

Sokolove cited examples of how a social studies teacher isolated through processes necessary for composing good debate arguments by having students list opinions, facts and subsequent reasons. Students had to consistently check their opinions for facts, their logic for accurate syllogistic addition etc. until they arrived at their final debate position. They could not proceed from one step to the next until they had mastered each with full confidence.

The three-day workshop was attended by about 150 Great Falls district personnel and about 40 educators from around the state who already have been trained in precision teaching. The purpose of the workshop was to update present methods and new ideas on growth measurement.

Workshops for initial training in precision teaching methods are conducted periodically. Teachers and administrators interested in attending these workshops or contacting a consultant for inservice programs should direct inquiries to Ray Beck, Director of the Precision Teaching Project, Sacajawea Plan, 801 2nd Ave. N., Great Falls 59403 or Henri Sokolove, Supervisor, Project PRODUCT, Shawnee Mission Public Schools, 7235 Antioch, Shawnee Mission, KS 66204.

Competency based testing:
which way to go?

Hardly a new concept, competency based testing has become recently *the* topic for discussion hy educators, legislators and taxpayers. It affects all ages from those who take it to those who administer it to those who pay for it.

Because competency based testing will be an issue for all Montanans to consider in the near future, *Montana Schools* presents below a nostalgic look at competency based testing in the past and an objective look at competency based testing as it exists today.

The year is 1924 and the scene is a small rural school where 23 eighth graders nervously await the delivery of the state board test from the county seat.

The eighth graders represent several small schools in the area who have delivered their students by surrey to the largest nearby school to take the test.

The students had good reason to be anxious, for failure of any one part of the test, which included spelling, arithmetic, history, geography and language, meant repeating a whole year of school, taking the subject over. Passing was a strict 75 percent or above and the county superintendent who corrected the tests made no exceptions.

Drilled for weeks on names, dates, places and bushels per acre, every eighth grader knew the importance and finality of the test. They also knew they would have to wait to know their scores until midsummer when they received notification from the county superintendent.

Montana Schools interviewed a lady who took such a test and she commented that "the summer letter from the county superintendent either meant dreaming of going to high school in town or hunting up a new lard pail for another year of country school."

Lard pails for lunch buckets have seen their day but requiring students to pass an examination in order to graduate is enjoying a popular resurgence throughout the country.

Depending to an extent on the educational jargonese available, the tests are called several names including minimum competency assessment, standards of proficiency, competency based, academic achievement, basic essential skills and many others.

The tests seem to have resulted from a great public cry that not only can Johnny not read, but he also graduates from high school unable to write or cipher either. The public has begun to demand new standards of accountability from education. No longer satisfied by educators' assurances, taxpayers are demanding to see measurable proof that they're getting their money's worth from their tax dollar.

Montana Schools would like to present some of the facts and issues of competency based testing. After reading the article, should you have comments, suggestions or criticisms, please send them to the editor for inclusion in a later edition.

FACT
Florida requires competency tests for grade-to-grade promotion and graduation from high school.

ISSUE
Who decides the frequency of testing - legislators or educators?

What happens to the students who don't pass the tests from year to year? Are they allowed to continue in a general classroom or "tracked" into a more skill-oriented classroom?

FACT
Florida also is considering legislation which would allocate $26.5 million of state money to help students who didn't pass the test required for graduation.

ISSUE
Who will bear the cost of developing and implementing alternative programs - local districts, counties, the state or federal government?

FACT
The state of Georgia is requiring all 4th graders take a criterion referenced reading test. Also, minimal proficiency standards for life-role skills are being studied there.

ISSUE
Who decides what criteria are acceptable in a criterion referenced test? Who defines which skills are life role skills?

FACT
In the state of Washington, approval of the allocation of state funds is contingent upon compliance with the law that requires learning objectives stated in behavioral terms to be developed by school districts with community participation. Washington's tests must be administered annually at grades K-8.

ISSUE
Should Montana schools be subjected to developing behavioral objectives before they can receive their allocation of state funds?

FACT
Gary, Indiana, has a competency diploma requirement that affected the graduating senior class of 1977.

ISSUE
Are the diplomas received by the class of 1976 now somehow less meaningful?

FACT
By the spring of 1978, Oregon school districts must verify that graduating seniors have minimal competencies in the basic skills areas. In addition, Oregon schools have the option of certifying that the graduating senior class of 1981 can demonstrate minimal competencies in personal development, social responsibility and career development, or school districts can develop their own goal areas centered on life skills.

ISSUE
Should tests be limited to functional literacy or should they include a measure of competencies in the enabling skills needed in real life situations?

FACT
Local competency tests would enable trustees and administrators to justify better the school programs which meet the educational needs of the community.

ISSUE
Sweeping curricular changes could result as an over reaction to test results.

Would administrators and trustees be tempted to use test results to judge a teacher's performance or use the results to influence hiring and firing decisions?

FACT
Idaho's State Board of Education has adopted a district-option proficiency program that measures competency in reading, writing, arithmetic and spelling prior to high school graduation. Students in school districts which elect not to participate will be given a plain diploma without the state board of education seal.

ISSUE
What type of stigma will be attached to a diploma which does not contain the state board of education seal?

What happens to transfer students who enter a district which has opted not to give the test?

FACT
When New York's Regents' Examination was required for entrance into a university, the tests in some instances were delivered by armored car.

ISSUE
Who maintains the security involved in competency testing? Who pays for the necessary rewriting of the test if security measures fail?

FACT
Missouri spends approximately $250,000 a year to give a competency test to 8th graders not including scoring. In Montana, to give a test at one or two grade levels, assuming the test is already developed and the scoring is free, would probably cost around $100,000.

ISSUE
What would the actual cost be to the taxpayer for test development, test security, test upgrading and test scoring?

FACT
Montana allows kindergartens to function as a local option. Although many Montana schools have kindergartens, some do not.

ISSUE
If a minimal competency is required to "pass," what will happen to the first graders who didn't go to kindergarten? Will they have to take two years of first grade if they can't pass a minimum test?

FACT
As of Nov. 15, 1977, 11 states had enacted legislation and 20 state boards had adopted regulations regarding competency based testing. In the other 19 states, activity is occurring at the local level, by state department study or in legislative hearings. Nationally, proponents and opponents of competency based testing have testified before Congress. In fact, Representative Mottl of Ohio introduced two bills that would impose national standards in the absence of state standards.

ISSUE
How would Montanans with their heritage of local control of schools react to a federally or state mandated test?

Would a state mandated test result in a legislated curriculum?

Would a federally mandated test equitably assess Montana's minorities?

FACT
The Montana School Testing Service in the Office of Public Instruction began in 1970 through a grant from ESEA Title III which required every state to formulate some type of assessment program.

The 13 tests, developed by Montanans, are designed to test 6th and 12th graders in the following areas: communication, fitness, citizenship, lifelong learning, careers, character, attitude (toward school), cooperation, environment, change, consumer mathematics and consumer knowledge and attitudes. Four tests remain to be developed in the areas of thinking (problem solving), family, beauty and recreation.

Over 12,000 Montana students representing 340 schools participate in this voluntary testing service which is provided free to the schools.

For further information on the Montana School Testing Service, please refer to the Nov. issue of *Montana Schools*.

The facts and issues presented here are not intended to serve as a thorough summary of competency based testing activities; instead they indicate strongly a trend being evidenced nationwide.

Competency based testing is an issue with which every educator should be concerned. In Montana, several activities have been scheduled to allow all those interested to participate in discussing and deciding Montana's direction in competency based testing.

Continued on next page

which way to go? Continued

* On Feb. 23, the Montana School Boards Association has invited several representatives from the educational community to meet and discuss the issues involved in competency based testing.
* On March 11, a public hearing, sponsored by the Long Range Planning Committee which includes members of the Board of Public Education and Board of Regents, will be held in Helena in the House Chamber. This hearing is intended to be a session of information gathering and sharing for all those who are interested in competency based testing.
* The American Society for Curriculum Development will sponsor a Helena workshop April 20-21 staffed by the National Curriculum Study Institute. Workshop topics will address "What Competencies for Graduation?"
  Because of limited registration, interested persons should contact Louis Strand immediately and submit their $75 registration fee to Montana ASCD, c/o Louis Strand, Helena Public Schools, P.O. Box 555, Helena 59601.
* The State Superintendent's Annual Conference, scheduled for April 10 and 11 at the Colonial Inn in Helena, will focus on competency based education and will feature several panel presentations designed to involve the audience in discussing competency based education and testing.

Hearing set on competency testing

On Saturday, March 11, at 9:00 a.m. in the House Chambers of the State Capitol, the Long Range Planning Committee, a joint committee of the Board of Public Education and the Board of Regents, will conduct a public hearing to gather information on the pros and cons of competency testing in Montana schools. Information gathered at the hearing will be used in formulating a recommendation on competency testing to the State Board of Education in April.

Persons testifying will be asked to address any or all of the following considerations:

1. How do you define "competency testing"?
2. What do you see as the purpose of such a test? Will it improve education in Montana? How?
3. Do you favor mandatory competency testing in our public schools? If not, why?
4. If you do favor mandatory competency testing:
   a) What competencies would you measure?
   b) How would you measure them?
   c) How high would you set the score required for passage? i.e., If you can't raise the students to meet the minimum score, would you lower the minimum to meet the students?
   d) Do you propose one standard minimum score for passage or would there be different passing scores for students with different abilities, talents, family and cultural backgrounds etc.?
   e) Do you propose a test that will evaluate individual students or schools?
   f) If a student fails the competency test:
      (1) what are the consequences?
      (2) can the test be attempted more than once?
      (3) should some type of remedial assistance be made available?
5. How should such a program be financed?
6. How should such a program be administered? By the state? By local districts?

Exhibits and written testimony will be accepted any time prior to the end of the hearing. Material sent prior to the hearing should be mailed to Harriett Meloy, Chairwoman, Long Range Planning Committee, 33 South Last Chance Gulch, Helena 59601.

Annual conference focuses on competency testing

Competency based education will be the focus of the State Superintendent's Annual Administrators' Conference to be held April 10-11 at the Colonial Convention Center in Helena.

Dr. Jim Fillbrandt, principal of Bakersfield (CA) High School, will keynote the conference Monday. Fillbrandt, an administrator for eight years, designed and is presently implementing a competency education curriculum at Bakersfield. During the panel discussions that will follow, members of the Montana Association of School Administrators, Montana School Board Association, parent and concerned citizen groups, teachers, and student council representatives will be asked to present their positions and react to Fillbrandt's address.

School administrators from other states presently involved in competency education issues will lead discussion groups during Monday afternoon's session.

Tuesday's agenda includes panels composed of members of the Board of Public Education, Board of Regents, Commissioner of Higher Education staff, Office of Public Instruction staff, legislators, and consultants from the governor's office.

Registration information can be obtained by contacting Diane Kielblock, 449-2086 or the toll-free number 1-800-332-3402.

Because the Montana Association of School Administrators' convention preceeds this conference on April 8-9 at Jorgenson's Holiday Motel in Helena and county superintendents will meet April 11-12 at the Colonial in Helena, concurrent travel arrangements could be made, enabling interested persons to attend two or more conferences.

"Youth Jobs Bill" provides training, counseling & jobs

The Youth and Demonstration Projects Act which became Public Law 95-93 in 1977, has provided more than $1 billion in direct funds and an additional $500 million supplemental allotments to fund four new programs outlined in the act's Title I and II sections.

Title I funds and structures the Young Adult Conservation Corps (YACC), a year-around program employing youth, aged 16-23, in conservation projects to maintain and improve public parks, forests and recreational areas.

Title II of the "Youth Jobs Bill" funds three more programs for youth training and employment. In Montana, these programs will be administered by the Governor's Employment and Training Council, which is the prime sponsor as a government agency responsible for administering funds.

This sponsor has subgranted two agencies—the Human Resources Division (HRD) of the Department of Community Affairs and the Office of Public Instruction (OPI)—to serve as the delivery system for the whole program. The delivery system was designed to join state employment agencies with local educational agencies to effect a smooth transition from education into employment.

Of the three programs outlined in the bill, two programs will begin operations this month in Montana. The Youth Community Conservation and Improvement Projects (YCCIP) has received $431,250 in federal funds to finance physical rehabilitation and improvements in communities. Supervised by local HRD councils, youth spend up to four hours a day working on projects such as constructing a wilderness trail in Bozeman, weatherizing homes in Roundup and serving as day-care aides in many of the remaining eight council areas of Glendive, Butte, Billings, Helena, Havre, Missoula, Kalispell and Great Falls.

While the youth participates in the YCCIP plan, he or she also can take part in a two-hour, biweekly career awareness instruction period that is part of the second program, the Youth Employment and Training Program (YETP).

YETP funds totaling $1,217,413 for Montana offer many additional training and counseling services for youth. Career awareness instruction receives $118,370 of those funds, which have been subgranted to the Office of Public Instruction. Plans to establish eight training sites throughout the state are being formulated now. The sites would operate during the school year and be complimented by summer rural-based programs as follow-up training.

Another YETP allotment of $100,000, of which the Office of Public Instruction receives 37 percent, is directed to classroom training. State employment services receive 63 percent for recruitment and referral expenses. The majority of the YETP budget, $938,172, is subgranted to HRD for funding work experience, employment counseling and supportive services that could include transportation and child care expenses of participants.

Another benefit local education agencies can receive as a result of the YCCIP programs and subsequently, the YETP classroom monies, is that construction projects can be designed to help rehabilitate buildings to meet the Section 504 mandates of the Rehabilitation Act.

All Title I and II programs must be structured to offer academic credit to youth, who must be in school or planning to return to school if they are to participate in any of the programs.

So, in addition to providing manpower to improve communities and service local agencies, and providing jobs for unemployed youth, the bill has a third benefit in that it encourages school dropouts to return to school.

WMC hosts Business Ed Week program

A unique program to teach high school students and teachers the principles and facts about business and America's economic system is being developed by the Resource Education Foundation.

Titled "Business Education Week," the program will be held at Western Montana College on July 9-15 with the college, the Montana Chamber of Commerce and the Superintendent of Public Instruction as cooperators.

Further information on the program will appear in future issues of *Montana Schools* and interested persons may contact Stewart Burwell, Executive Director, Resource Education Foundation, Box 5027, Helena 59601 (443-3750).

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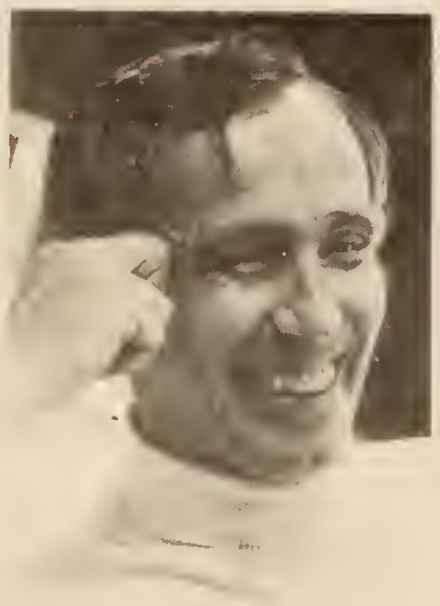
In memory



GORDON E. WARNER
1937 -- 1978

This article especially prepared by Barbara Wilkinson.

Gordon Elwood Warner passed away on Tuesday, February 7th at the age of 40. His passing is a personal loss to those who knew him. His gifts to this world were numerous and some of them will be cited here. His life was made of many facets. His love for his family was paramount but intimately connected was his dedication to students and his love for and identification with Montana.

Gordon was born in 1937 in Lewistown, Pennsylvania, where he graduated from a vocational technical high school skilled in the area of carpentry. He spent much of his time in his early years on his uncle's farm riding horses and doing outside work. He dreamed of moving out west and wore a white cowboy hat and substituted a rope and stick as a lasso when playing boyhood games.

He attended Pennsylvania State University and graduated with a B.S. in industrial arts in 1961. He then entered the field of education and taught for four years in Littletown, PA. He moved to Nevada with his wife, Jane, in 1968 to assume a teaching position there and to pursue his love for horses in the rodeo arena.

His first administrative position was in DeBeque, Colorado, where he directed a rural student education project. He moved to Montana in 1970 with Jane and his two children "Chip" and "Cheniene" and found his adopted home where he pledged he would always stay. He remained true to that pledge with only brief intervals away from administrative responsibilities to complete his master's in education and education specialist degrees. He was a mere dissertation away from his doctorate.

He came to the Office of Public Instruction in July of 1976 as director of vocational education. He became most identified by his sense of humor with his infectious laugh that surrounded all within earshot. He brought to the office and to the vocational education staff in particular a never-ending zeal and dedication to students and to quality programming to meet the needs of those students at all levels of vocational education in Montana. His belief in a unified system of education was unshakable in the face of difficulties and differences of opinion. He was a fighter for his beliefs and his convictions were never abandoned.

This integrity was without reproach and he was known by those who knew him best as a sincere, honest, straightforward but especially warm and loving man. He had a deep religious sense about him that was seldom mentioned but that radiated hope and optimism in the midst of deepest turmoil. Gordon had a sense of the mission assigned to him.

His dedication to hard work was evident by his 60-hour average work week which never faltered--even when faced with ill health. His family home was a showpiece which he created out of love and hard work. He was a master carpenter and built nearly every piece of furniture in his home as well as left his touch in every room from his stone fireplace, to his antique iron toy collection, to his love of country western music and above all to his intense fascination with the world of horses and Montana--"God's Country."

Cheniene (Patricia Cheniene Warner) now eight years old and in the second grade at Main Street School in East Helena, shared some memories of her dad by saying, "He was a nice guy and always made things go right. He always hugged me when he came home and had a funny smile that sparkled when he called me 'punkin pie.' For Christmas he gave me my horse, 'Cupcake,' and helped me to ride. Even when I couldn't sleep at night he would stay up and hold me and make everything be all right."

Chip, (Ronald Matthew Warner) is 13 and attends seventh grade at Clinton Street School in East Helena. He remembers these special things most about his dad. "There will never be another man as nice as my dad. He was always there when I needed him and gave us everything we ever wanted. He was really dedicated to both his job and his family."

Gordon's concern for the people around him was not measured by station, duties or personal background. He often stated that he believed that leadership is not given or attached to any position a person might hold. Leadership is instead earned by respecting others and by always viewing those around you as persons first and as holders of jobs second.

His last few days while he was hospitalized left him with a message that he tried to convey to some of us on staff who had the opportunity to speak with him. He had found himself in the midst of terrible pain while undergoing medical tests in the hospital and twice had medical personnel reach out and physically take hold of him as if to share the terrible burden he was bearing. "The meaning of those efforts--the physical touch--was unbelievable to me. If only we could somehow convey that feeling to teachers and the strength and compassion that is waiting there at their fingertips to give. . .we could turn this educational system around."

His legacy to us in Montana and around the country is one of pride and personal touch--whether it be mental, physical or spiritual. His gift for teaching never waned while he was living and his lessons and impact on all of us who had the wonderful opportunity to know him will always be fresh in our minds and our hearts.

A Gordon Warner Vocational Education Scholarship Fund has been initiated and will provide support to vocational education students in Montana. Contributions may be sent to Betty Lou Hoffman, Office of Public Instruction, Helena.

Roll up your sleeve

In an effort to reach the 20 million children nationwide who are not fully immunized against preventable childhood diseases, a major national campaign to immunize fully all children was launched in April, 1977 by Secretary of Health, Education and Welfare Joseph Califano and President Carter.

A national budget of $23 million funds the immunization campaign to achieve two goals: to raise completed immunization levels of all school-age children to above 90 percent by the fall of 1979 and to establish a permanent system that will continue to provide comprehensive services to children each succeeding year.

Richard Crankshaw, coordinator for the Montana Immunization Program, said that federal and state funds totaling $160,000 are being used to cover expenses of supplies, vaccines, travel, transportation (costs of shipping vaccines), communications, personnel and the contractual agreements with county health departments who will sponsor the programs with the assistance of local educational agencies.

In their assessment processes, Montana health officials have surveyed the immunization status of two-year-olds and concluded that full immunization levels have increased from 64 percent to 80 percent from 1976 to 1977. However, Crankshaw estimated that 30 to 40 percent of present school-age children are still inadequately protected and therefore become the focal point of the program in the schools.

"Because of the size of the state, the variety of resources for disease control, and the tendencies for disease spread, we are working with the seven largest and most urbanized counties—Cascade, Flathead, Gallatin, Lewis and Clark, Missoula, Silver Bow and Yellowstone—during the first 12 months, and then propose to work more closely with the 49 more rural counties in the second 12 months," Crankshaw explained.

State health officials are presently assessing school health records to determine the individual needs of immunization for each child and will then make recommendations that the child receive updated immunizations either through his/her physician or, where necessary, through public health facilities.

According to Ernest Boyer, U.S. Commissioner of Education, names of school children who are not fully immunized can be released to state health officials under the health and safety emergency provisions of the Family Educational Rights and Privacy Act of 1974.

The critical necessity of the total immunization program becomes evident when considering the statistics of disease rates in Montana. In 1977, Montana reported 1,177 cases of measles, more than doubling the 1976 report of 520. But, more significantly, Montana lead the nation at one point in 1977 in case rate (number of cases per 100,000 people) of reported measles cases.

HEW officials report that a 62 percent increase nationwide in measles was reported between 1975 and 1976. But, officials add, states with compulsory laws requiring immunization against measles at school entry had an average incidence of 26 cases per 100,000 while states without such laws had over double that rate of 53 cases per 100,000. These figures demonstrate the obvious effect immunization has on the reduction of disease, and thus the effectiveness a school immunization program has in improving the welfare of it's children.

Dr. Martin Skinner, chief of the Preventive Health Services Bureau, explained Montana's present statute concerning immunization requirements for school children. "The law grants authority to each individual school board to require at their discretion immunization for school entry. The important word in the law is 'may' rather than 'shall'," he said.

Skinner said, "What constitutes evidence of adequate immunization is set by the State Department of Health. Eventually, we are looking for a statewide compulsory law to have all children adequately immunized with the exceptions of religious objections or special medical exemptions."

Skinner predicted that proposals would be set before the 1979 Montana Legislature that would include the department's minimal criteria for adequate immunization as part of compulsory requirements.

For purposes of the national initiative, adequate immunization levels mean a completed series for polio and diptheria, tetanus, pertussis and measles through age 14; rubella through age 12 and mumps through age 6.

Information about the total immunization program is available through county health departments or any family physician. Inquiries and requests for posters, pamphlets and promotional materials will be answered through the State Department of Health's toll free number, 1-800-332-2288.

WHO'S NEWS

High School Assoc. elects new directors

On Jan. 31st, two new members were elected to the Montana High School Association Board of Directors. During the annual meeting, held this year in Helena, Carl Fiske, superintendent at Medicine Lake, was chosen by the representatives of member schools for a four-year term and Bob Stevens, superintendent at Darby, for a two-year term. They join Rita Heizer of Billings, President Jack Copps of Lewistown and Vice-President Don Driscoll of Havre to complete the five-member board.

"Century III" scholarship winners named

Karen Elizabeth Dowdall, Missoula, and Layne Keith Rolston, Billings, have been named Montana winners in the 1978 Century III Leaders program. Each has won a $1,000 college scholarship and an expense-paid trip to Colonial Williamsburg, VA, to participate in the National Leaders Meeting Feb. 24-27. At that time, the nine finalists, winners of additional $500 scholarships, and the national winner, presented with a $10,000 scholarship, will be chosen.

Alternates chosen were Wai Chee Yee, Billings Senior High School, and James Roy Sullivan, Capital High School, Helena.

The $250,000 scholarship program provides a means of recognizing high school seniors who have demonstrated leadership potential in identifying the problems this country will face in its third century. Winners are selected on the basis of the originality of their approach to the problems and their proposed solutions, their knowledge and awareness of current events and their involvement in school and community affairs.

The Century III Leaders National Scholarship Program is administered by the National Association of Secondary School Principals, and funded by Shell Oil Company.

All seniors in accredited public, parochial or private high schools throughout the country are eligible to participate. Last year more than 350,000 seniors from almost 20,000 high schools entered the Century III Leaders Program.

"Voice of Democracy" winner noted

John Charles Monson III, junior at Helena High School, Helena, has been named the winner in the Veterans of Foreign Wars "Voice of Democracy" contest. As Montana's winner, Monson received a $100 U.S. savings bond and will travel to Washington D.C. in March to compete in the national speech competition which offers a scholarship prize of $10,000. He also will attend the National Academy of Achievement held in Kentucky in June. Monson's speech, chosen in January by a panel of seven judges, was a taped 3-5 minute oration entitled "My Responsibility as an American."

In its 31st year, the VFW contest drew 1,145 Montana entrants and over 500,000 entrants nationwide. Maynard Olson, superintendent of Helena School District No. 1 and contest chairman for the Harold Joyce VFW Post, pointed out that the contest "helps to elevate students of high caliber talents to even greater levels of achievement because of the challenge and stimulation." Through the years, the contest has drawn several notable applicants including Monson's father, John Charles Monson Jr., assistant principal at Helena High School, and Governor Thomas Judge.

Walter Marshall, state chairman for the contest and a past national chairman for 10 years, explained that cassette recordings of the top five national winners are available through local posts and auxiliaries to schools interested in assisting next year's entrants. More than $4,000 in local, district and state awards are available as well as total of $22,500 in scholarships to national competitors.

New OPI Staff

A recent addition to the OPI staff's consultative services is Spencer Sartorius, working with the health and physical education curricula. After earning bachelor and master of science degrees in physical education at Montana State University, Sartorius served a five year term as Sidney Junior and Senior High Schools' track coach and physical education teacher. His professional activities include chairing Montana's AAU track program in 1974, receiving the Sidney Jaycees' 1975 Outstanding Young Educator Award and serving on the boards of Montana's Association for Health, Physical Education & Recreation and the Special Olympics.

In November, Gary Bores assumed duties as a marketing and distributive education consultant for OPI. Following completion of his bachelor's degree from Eastern Oregon State College, he served as a teacher-coordinator in distributive education for the Emmet, Idaho school district and as a program coordinator for the Council, Idaho school district. He has completed an internship with the Idaho Department of Marketing and Distributive Education and is presently working on a master's degree in vocational education at the University of Idaho.

Natalie Hoover is the new publications consultant for the Division of Public Information. After teaching English in Pennsylvania, she served as an information specialist in the U.S. Army, editing a community newspaper in Bavaria, Germany. While studying at the University of Montana, she worked as an editor and photographer for the *Montana Kaimin*

Business and Office Education Consultant Bill Fife spent seven years at the Helena Vocational Technical Center before joining the OPI. Prior to that, he taught business education for a year at Rudyard. His bachelor of science degree is from Western Montana College and in 1976 he completed a master's degree in education from Colorado State University at Fort Collins.

RITA BROWNLEE
READING CONSULTANT

reading newsletter

NEWSLETTERS

CONSULTANT BRIS SKILES

School Food Services

DATES TO REMEMBER

Dr. Kenneth Goodman will conduct a workshop on "Miscue Analysis" in Billings on Saturday, FEBRUARY 18, 9:00 a.m. to noon, followed by lunch. The Midland Empire Reading Council is sponsoring this session. Further details can be obtained from Kathie Kilpatrick, 919 North 32nd, Billings 59101.

On MARCH 11, the Northwest Reading Council will hold its Third Annual Conference in Kalispell. Featured speaker will be Dr. Ron Johnson from the University of Wisconsin. For further information contact Jan Thon, 544 4th Ave. E., Kalispell 59901.

Spokane, Washington is the site of the Fifth Far West Regional IRA Conference. It is scheduled for MARCH 16-18 at the Davenport Hotel Registration and program information can be obtained from Marian Cook, West 407 14th, Spokane, WA 99204.

IDEA SWAP
CREATIVE WRITING:
Color Coded Tell-A-Story

Put the following phrases on 3" x 5" cards. Keep phrase groups separated by color coding. Put "Directions for Tell-A-Story" on a 3" x 5" card. The child pulls one phrase card of each color group in sequence (7 total) to make a complete sentence; copies down the nonsense sentence; and writes an imaginative story, explaining how the situation came about or how it is resolved.

DIRECTIONS FOR TELL-A-STORY

Take one card of each color and copy down these phrases so the colors are in this order: red, orange, yellow, green, blue, purple, and brown. After you have copied your sentence, write a story telling how it happened or what is going to happen. When you are finished, file each card back into the box. Please be sure that the color on the card matches the color on the file divider.

RED:
- Once upon a time a hunter
- Once upon a time a princess
- Once upon a time a dinosaur
- Once upon a time a pioneer
- Once upon a time an astronaut
- Once upon a time an elephant
- Once upon a time a knight

ORANGE:
- paddled a tippy canoe
- rode a trusty charger
- ran on giant reptile legs
- drove a bumpity wagon
- flew a space ship
- pedaled a bright blue bicycle
- saddled a gallant steed and rode

YELLOW:
- down a green tropical river
- through an enchanted forest
- over the mountain tops
- across the sandy desert
- through the darkness between the stars
- across a tipply wobbly tightrope
- into an eerie, echoing canyon

GREEN:
- to a dark palm jungle
- to a faraway magic castle
- to a deep damp cave
- to a hilltop teepee village
- to a distant tiny planet
- to a giant circus big top
- to the frozen, fantastic city of ice

BLUE:
- where a cranky, crafty crocodile
- where a handsome young prince
- where a group of grumpy cave dwellers
- where a lost tribe of Indians
- where a little, bug-eyed Bulcan
- where a silly, frilly clown
- where a quiet fairy queen

PURPLE:
- was catching crawdads for dinner
- was attending a grand ball
- was catching little lizards
- danced a wild dance
- was flying in a saucer
- rode on the back of a pig
- sat singing songs of sadness

BROWN:
- and they chased each other through the jungle gloom.
- and they rode off in a coach in the moonlight.
- and they had a picnic in the cave.
- and they held a powwow in the dunes of the desert.
- and they had a race in space.
- and they danced in the arena together.
- and they cried with gladness when they saw each other.

CREATIVE WRITING: Play Ball!

Trace the shapes of several baseball mitts and baseballs on posterboard. On the back of each baseball, write a story starter. Cut a slot in each baseball mitt and place a baseball in each slot.

Here are some story starters:
- What would you do if you lived next door to a monster?
- What would you do if you lived during the time of dinosaurs?
- What would your life be like if you were as small as your thumb? What would you be able to do?
- Imagine that you have an alligator as a pet. What would that be like?
- Imagine that you got stuck inside a gigantic ice cream cone. How would you feel? What would you do?

Directions: Pick a baseball and read the story starter written on the back of it. After you read it, write your story. Don't strike out! Read your finished story to a friend.

CHAIN STORY

If you've ever made a paper chain, then this will be easy. In order to make a "chain story" copy the following sentences on paper strips (1" x 9"). Copy one sentence on each strip and paste the links together in the correct order, with the printing on the outside of the link.
- They were going on a hunting and fishing trip in northern Montana.
- They were also going into Canada if they had time.
- It was a party of four.
- A boat with a strong motor was slowly making its way up the Missouri River.

If you put these sentences in the correct order, you will have a simple chain story. In order to read the story, you just read from link to link. You can have children make up chain stories for others or let them sequence stories you give them.

LETTER FAMILIES:

A good technique for teaching the printing of lower case letters of the alphabet is to divide them into families, according to size and shape: stick letters—i, l, t; round letters—a, c, e, o; hump letters—s, m, u, r, n; tall letters—b, d, f, h, k; tail letters—g, j, p, q; slant letters—v, w, x, y, z. For further reinforcement, students can develop stories about each letter family and/or its members (e.g. Sticks make stilts. Stilts tilt.)

PUBLICATIONS

(These are not necessarily endorsed by the Office of Public Instruction.)

An Ounce of Prevention Plus a Pound of Cure: Tests and Techniques for Aiding Individual Readers. Ronald W. Burton, 109 pp. Goodyear Publishing Co. 1977. Paper $B.95.

A practical book that can be very helpful to elementary teachers with little or no knowledge in the field of reading, designed for those who wish to improve their skills in teaching reading. Each section begins with an anecdote describing a common reading problem and then analyzes the problem and proposes a solution which involves suggestions for diagnosis and active teaching.

Survival Reading Task Cards. Paula Wheatley. Teachers Exchange of San Francisco, 1976. (600 35th Ave., San Francisco, CA 94121) $3.50 plus 50¢ shipping and handling.

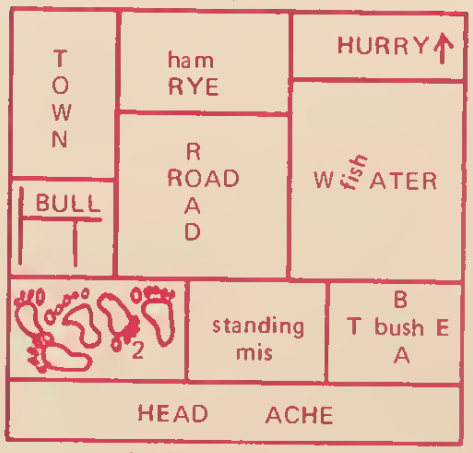
Intended for grades four through six, the packet of 34 glossy cards has activities such as reading directories, menus, labels, forms, schedules, advertisements, signs and catalogues. Each card contains a list of questions or activities.

A Catalog of Self-Published Learning Materials. The Center for Open Learning, P.O. Box 9434, Berkeley, CA 94709.

An unusual catalog of self-published learning materials created by teachers, parents and children. A wide range of material including games and lesson plan.

VISUAL POETRY

Find and match. Can you think of more?



1. Misunderstand
2. Crossroads
3. Hurry up
4. Sitting Bull
5. Beat around the bush
6. Fish out of water
7. Downtown
8. Ham on rye
9. Five foot two
10. Splitting headache

BE ALL YOU CAN BE — READ

CHANGES IN SCHOOL LUNCH REQUIREMENTS

The Food and Nutrition Service is proposing changes in meal requirements with the intent of satisfying the nutritional needs of different age groups of children and bringing the school lunch requirements up to date with the 1974 revision of the Recommended Dietary Allowance (R.D.A.).

In order to satisfy the nutritional requirements for varying age groups, the Food and Nutrition Service proposes to place school children in five age groups and develop an appropriate meal pattern specific to each group. Allowing for flexibility, the groups are as follows:

Group I, Preschool (ages 1 & 2)

Meat	Veg./Fruits	Bread	Milk
1 oz.	½ c	5/wk	½ c

Group II, Kindergarten (ages 3,4,5)

Meat	Veg./Fruits	8read	Milk
1½ oz.	½ c	8/wk	¾ c

Group III, Grades 1-3 (ages 6,7,8)

Meat	Veg./Fruits	Bread	Milk
1½ oz.	½ c	B/wk	¾ c

Group IV, Grades 4-6 (ages 9,10,11)

Meat	Veg./Fruits	Bread	Milk
2 oz.	¾ c	B/wk	½ pint

Group V, Grades 7-12 (age 12 and above)

Meat	Veg./Fruits	Bread	Milk
3 oz.	¾ c	10/wk	½ pint

With regard to children ages 1-5, the school lunch would be served during two periods, which will be considered together to meet the nutritional requirements for their meal pattern.

The bread alternate has been defined to include enriched or whole-grain rice, macaroni, noodles and other pastas. The regulations will stipulate the number of bread or bread alternates to be served per week.

A serving of dry beans, peas or peanut butter will be used to satisfy no more than one-half of the meat or meat alternate requirement. Eggs will be allowed to meet only one-half of the meat or meat alternate requirement. Eggs, cooked dry beans or peas and peanut butter can be combined with meat, poultry, fish or cheese to satisfy the meat or meat alternate.

Children who are twelve and over may be given smaller serving sizes if they choose.

The schools must provide a choice of skim milk, lowfat milk, or buttermilk along with flavored or unflavored whole milk.

The proposed changes are calculated to provide for one-third of the R.D.A. for specified nutrients and 22 percent of the R.D.A. for energy requirements for each age group.

These changes will be field tested starting in Jan. 1978 with a mandatory implementation date set for Sept. 1978.

NONFOOD ASSISTANCE PROGRAM

Memos have been mailed recently to all responsible officials of public and private schools announcing the availability of Nonfood (Equipment) Assistance funds. This announcement is required by federal regulation.

Nonfood (Equipment) Assistance funds are limited and priority will be given projects submitted by school districts and school food authorities that extend the lunch program to non-participating schools. Any projects sub-

mitted and approved for ongoing programs will be reimbursed if funds are available.

GET INVOLVED IN YOUR ORGANIZATION!!!!

It's time to combine our efforts to support and promote child nutrition programs by joining the American School Food Service Association. Membership in the A.S.F.S.A. and the Montana School Food Association entitles you to the *School Food Service Journal* published ten times a year and the "Leader," their newsletter, published six times a year. These publications help keep us informed and up-to-date on information important to the industry. In addition, the Montana School Food Service Association in cooperation with the Division of School Food Services sponsors a yearly workshop for manager/cooks and assistant cooks. For more information concerning membership applications contact Evelyn Peterson, Treasurer, School District No. 1, Administration Building, 215 South 6th West, Missoula 59801.

Dues for employees who work less than four hours per day—$5.00 + $1.00 state; dues for employees who work four hours or more per day—$8.00 + $1.00 state; and dues for supervisors—$20.00 + $1.00 state.

JUST A REMINDER!!!!

March is "National Nutrition Month" with the fifth through the eleventh set as "National Nutrition Week." Listed below are activities designed to promote good nutrition practices. See if one will work for you or implement your own ideas!!!

Emphasize a different nutrient group (protein, carbohydrates, vitamins, minerals) each week of National Nutrition Month. This can be done by constructing a large calendar and attaching a picture of the food you are serving that day for the nutrient group you have selected for the week.

Select a nutrient each week (vitamin A, vitamin C, iron etc.)and plan to prepare a different food which is rich in the particular nutrient each day of the week. You can name the week after the nutrient you have chosen and display pictures of foods you will serve plus pictures of other good sources of that nutrient.

Using pictures, make a display or mobile depicting a Type A lunch and label each food component with its appropriate nutrient name.

Involve the art class in National Nutrition Week by having them design a place mat around a nutritional theme. A sketch depicting your nutritional theme could cover the front of the place mat with nutritional games and quizzes on the back. These place mats could be run off on legal size colored paper and placed on the lunchroom tables during one day of National Nutrition Week.

Develop place cards or a mobile listing the nutrients in the food, that will sit next to or hang above each component of the meal at the serving table.

Introduce your students to unfamiliar foods rich in a particular nutrient by having a "Taste a Treat" party with a tray of food new to students.

Place large cut outs of cartoon characters on the wall of the lunchroom with captions promoting National Nutrition Week.

Develop a "Nutrition Train Of Thought" for the month. The engine of the train could introduce National Nutrition Month and each day thereafter you could add a car to the engine depicting a specific nutrient for that day.

DRY BEANS AND FROZEN TURKEYS

Allocations of dry beans and frozen turkeys have been canceled by the USDA and you will not receive your allocations of either food for the remainder of this year.

RECOMMENDED UTILIZATION OF ALL USDA DONATED FOODS

We recommend schools utilize USDA foods received during the year, with the exception of possible allocations at the end of the school term. Inventories show many USDA foods have been carried over from year to year. We recommend these foods be used immediately. Under your USDA Donated Food Distribution Agreement you are responsible for protection of USDA foods and utilization of them.

ATTENTION SCHOOL FOOD SERVICE PERSONNEL

All dressings, including salad, mayonnaise, Thousand Island and French, need to be refrigerated after opening.

For Sale

2 compartment Market Forge self-contained steam cooker, 1961 model in excellent condition. Contact: Lloyd Rase, Superintendent, P.O. Box 1090, Red Lodge 59068. Phone: 446-1903.

The following menus were developed by school lunch personnel throughout the state.

Wednesday, March 1
Shepherd's pie, school-made roll, beets, plain or pickled, fruit cocktail, milk
Thursday, March 2
Chili, crackers or cinnamon roll, carrot stix, half orange, milk
Friday, March 3
Pigs in a blanket, pork & beans, lime Jello w/fruit, applesauce cake, milk
Monday, March 6
Goulash, cheese wedge, mixed vegetables, canned or fresh; cornbread, plums/slice orange, milk
Tuesday, March 7
Fried chicken, mashed potatoes w/gravy, green beans, whole-wheat roll, fruit cocktail, milk
Wednesday, March 8
Stew, baking powder biscuit, celery stuffed w/peanut butter, fruit cobbler, milk
Thursday, March 9
Pizza w/meat, spinach or corn, marble cake, half apple, milk
Friday, March 10
Fishburger, tater tots, coleslaw w/red cabbage & carrot, tarter sauce, peanut butter brownie, milk
Monday, March 13
Chicken fried steak, mashed potatoes, green beans, chocolate & applesauce cake, peanut topping, school-made roll, milk
Tuesday, March 14
Grilled cheese sandwich, vegetable soup, Waldorf salad, peanut butter cookie, milk
Wednesday, March 15
Corn dog, baked beans, fruit Jello, harvest cake (prune), milk
Thursday, March 16
Beef in gravy, potato wedge, carrot & celery stix, school-made roll, canned peaches, milk
Friday, March 17
ENERGY SAVING
Chef salad w/crackers or hoagie sandwich, applesauce, no-bake cookie, milk
Monday, March 20
Spaghetti w/meat sauce, garlic rolls, coleslaw, orange wedge, milk
Tuesday, March 21
Salami & cheese, hot whole-wheat rolls, sauerkraut or peas, potato chips, half apple, milk
Wednesday, March 22
Meat loaf w/gravy, mashed potatoes, green beans, school-made roll, peach cobbler, milk
Thursday, March 23
Tostados, bread stix, canned apricots or plums, ice cream bar, milk
Friday, March 24
GOOD FRIDAY
Scalloped potatoes w/ham, corn, hot cross buns, fruit cocktail in red Jello, milk
Monday, March 27
Hot turkey sandwich, mashed potatoes, cranberry sauce, pumpkin cookie, milk
Tuesday, March 28
Macaroni & cheese, slice baloney, tossed salad, fruit cocktail, school-made roll, orange juice, milk,
Wednesday, March 29
Hamburger deluxe, school-made bun, celery & carrot stix, baked beans, milk
Thursday, March 30
Spanish rice w/meat, coleslaw w/pineapple, school-made roll, peanut butter, milk
Friday, March 31
Wiener & sauerkraut, mashed potatoes, school-made roll, pears in lime Jello, milk

Consultant Bob Crebo
Assist. Consultant Kay Burkhardt

ARTS IN EDUCATION

NATIONAL YOUTH ART MONTH

Governor Judge soon will sign a proclamation in support of National Youth Art Month. Plans for this first statewide observance are being formulated under the direction of Myrna B. Clark.

Each year the month of March is designated as Youth Art Month. This involves a nationwide public relations campaign to gain public support for all art educators with the emphasis on youth art. The Montana Art Education Association sponsors Youth Art Month in Montana in cooperation with the NAEA.

Additional information concerning Yourth Arth Month will be mailed to art educators throughout the state this month. If you have questions or have not received your information, contact Myrna B. Clark, Art Department, School District No. 2, Billings 59102.

MONTANA DANCE ARTS ASSOCIATION

A meeting of the Montana Dance Arts Association (MDAA) was held Nov. 11-13, at the University of Montana campus in Missoula. The Alvin Nikolais Dance Theatre, as well as other guest instructors, presented workshops in ballet, jazz, tap, and modern. At an organizational meeting of the Association, it was decided to hold a combined adjudication (judged) workshop for student scholarships and a teacher workshop at the end of April or early May in Great Falls. For more information write Juliette Crump, President, MDAA, Dance Division, University of Montana, Missoula 59812.

DANCE AS EDUCATION

Dance as Education is a new booklet just published. In its "Resolution"* it says that "Dance education is a medium for enhancing the quality of life for children, youth and adults. Every human being has the right to move in ways that are primal, expressive, imaginative and transformational. Therefore, we urge arts, civic and educational groups to support dance programs where they exist and to develop programs where they do not exist that

—foster aesthetic-kinesthetic education;
—integrate the human capacity to form and transform in and through movement;
—celebrate the human ability to move with power and expressiveness;
—promote movements skills that explore and extend the artistic, cognitive, psychomotor potentials of the human being;
—articulate and verify a commitment to man's heritage of dance forms from all cultures and all races; and
—include sequential dance experiences appropriate to the developmental stages of the human beings for whom they are designed."

*This resolution was adopted by the Board of Directors of the National Dance Association in Oct. of 1976 and later endorsed by six dance associations, companies, societies and guilds.

To order this booklet, write the National Dance Association; American Alliance for Health, Physical Education and Recreation; 1201 16th St. NW; Washington, D.C. 20036.

NEW COPYRIGHT LAW

The new U.S. copyright law became fully effective Jan. 1, 1978. *The United States Copyright Law - A Guide for Music Educators* is a publication issued jointly by five national musical organizations including the Music Educators National Conference. It helps clarify the law and provides useful information to music educators. Single copies can be procured from MENC at no cost.

MUSIC IN OUR SCHOOLS WEEK

WHEN? The dates of MIOSW this year will be Monday, March 6 through Sunday, March 12. These dates have been officially adopted by the MENC National Executive Board and announced to national organizations and media across the country.

As part of an effort to increase participation and encourage greater involvement, the 1978 observance will start at the beginning of the school week and extend to the following weekend providing opportunities for observation of the learning and preparation processes in the classroom followed by the programs that illustrate the end result.

WHERE? The fourth observance of MIOSW will be celebrated in schools and communities throughout the country. Places such as classrooms, concert halls, civic buildings, clubs, parks, libraries, and shopping malls are all appropriate for exhibiting the processes and products of music education.

The major thrust for the activities will come from MENC's 50 federated state music educators associations. After appointing state MIOSW chairmen, they will communicate with individual members, encouraging them to schedule a variety of events within their own locale.

WHO? The nation's music educators are the key motivators for MIOSW events. Initiative will also come from administrators, parents, civic groups, students, and other citizens in the community. An increasing number of major national organizations have agreed to link their millions of members to the prnject by serving as cooperating organizations during MIOSW 78. This means that at the national level, these organizations will communicate their support and endorsement of MIOSW 78 to their membership through publications and events. Also, interest, cooperation and direct participation of local groups and individuals affiliated with these organizations can occur in every community.

GO CHICAGOING

Distinguished names in both music and education will headline the 26th MENC National Inservice Conference in Chicago April 12-16, accompanied by a galaxy of performing groups and a multitude of meetings and workshops.

Special appearances will be made by entertainer Pearl Bailey; David Rockefeller Jr., chairman of the Arts, Education and Americans Panel; Michigan State Senator Jack Faxon, a pioneer in the development of arts education legislation; Elliott Eisner, president of the National Art Education Association; Livingston Biddle, chairman of the National Endowment for the Arts; former opera star Eleanor Steber (now on the voice faculty of the Julliard School); and D. L. Jones, superintendent of the Dade County, Florida, schools. Daniel B. Taylor, West Virginia State Superintendent of Schools, will deliver the opening general session address.

continued on next page

The concert schedule will include performances by Chuck Israels and the National Jazz Ensemble; the U.S. Air Force Band and Singing Sergeants; the Indiana University opera department (performing a grand opera to be announced); the Interlochen Arts Academy Orchestra; a 300-voice massed barbershop chorus from the Society for the Preservation and Encouragement of Barbershop Quartet Singing in America; the NBA Honors Band; the ASTA National String Orchestra; and the Illinois All-State Band, Chorus, Orchestra, and Jazz Band. The first 600 MENC members to pick up tickets at the registration desk will be able to attend an open rehearsal of the Chicago Symphony with Georg Solti on April 13.

SHARE YOUR IDEAS

If you, or anyone you know, has written an article or document of any kind on any arts-related subject or project, you are encouraged to list it with the national computer bank called ERIC, Educational Resources Information Center.

There are simple format rules to follow in order to do this at no charge. Call us for that information if you are interested, or write Murray Howader; ERIC Processing and Reference Facility; Operations Research, Inc.; Information Systems Division; 4833 Rugby Ave., Suite 303; Bethesda, MD 20014.

ART PROJECT: "WHY I LIKE SOLAR ENERGY"

The Montana Energy Office is preparing a Montana Solar Handbook for publication this summer. The Handbook will be a source of information and guide to renewable energy and will discuss the major forms of solar energy.

The Energy Office urges the involvement of Montana's elementary schools in the Handbook and proposes that grade school teachers set aside time for their students to make drawings of solar energy systems and/or write about "Why I Like Solar Energy." The teachers would then select the best efforts and submit them to the Energy Office staff for final selection and inclusion in the Handbook.

The staff proposes that teachers participating in the project talk about solar energy with their pupils before asking them to draw or write on that subject. Although the office does not have literature specifically designed for elementary school instruction, general information is available. For assistance, contact J. Cook or Jan Konigsberg, Montana Energy Office, Capitol Station, Helena 59601, 449-3940.

JOIN NAEA, MAEA!

The Montana Art Education Association (MAEA) and the National Art Education Association (NAEA) are vital organizations for those involved in the arts. Membership in NAEA includes a subscription to its art education newsletter which helps members keep in touch with national arts education programs. MAEA involves members in a rapidly growing group of active art educators. The association also represents a statewide concern for arts education advocacy.

Membership in NAEA is $30 per year; membership in MAEA is $10 per year. To join NAEA, write National Art Education Association, 1916 Association Drive, Reston, VA 22091. To join MAEA, write Montana Art Education Association, 3026 Stinson Ave., Billings 59102.

LIBRARY/MEDIA CONSULTANT BRUCE MacINTYRE

Reel News

The University of Washington School of Librarianship will sponsor a workshop on cataloging audiovisual materials June 12th and 13th at the University Towers Hotel in Seattle, WA. Workshop leader will be Vivian Schrader, head of the Audiovisual Section, Descriptive Cataloging, Library of Congress.

The workshop will cover the development of AV cataloging rules with emphasis on the changes in the second edition of the *Anglo-American Cataloging Rules.* Included will be a presentation on PROJECT MEDIA BASE, by Gerald Brong, senior author of the project report, and a demonstration of AV cataloging in the Washington Library Network on-line system.

For further information contact: Short Courses Registration; University of Washington, DW-50; Seattle, WA 98195.

For those of you who may have lost or misplaced your 1974 catalogue of films, we now have available a limited number of alphabetical listings of all films now in the film library. This is intended only as a stop-gap to assist you until the new catalogue is ready. They are available free from the Audiovisual Library. Because of the limited number of copies, we are asking that each school request only one copy.

The new catalogue (which will combine the 1974 volume with the 1975 and 1976 supplements) is currently being edited. We hope that the changes in format and the improvement of subject headings will make the final product a more useable resource tool. In order to produce the type of catalogue we want (which will also make future catalogues less of a major undertaking), we probably will not have it ready before the end of this school year. Your patience is appreciated.

Periodically the Library-Media program receives schedules, information, and study guides for Public Broadcasting System programs such as the NOVA series. If you are interested in getting copies of these, especially the study guides, please contact Bruce MacIntyre, Library-Media Consultant. The teacher's guide to NOVA programs through the end of February is available now and others will be coming throughout the year.

Free for you

For those of you interested in free materials concerning death and dying, the Montana Funeral Directors Association has films, filmstrips, slides, videotapes, and books available for your use. Thousands of children in Montana must deal with the death of a friend or family member every year. Perhaps some of these materials can help you help them in dealing with the fact that a loved one has died. The following is a list of materials now available through local funeral directors or from the Montana Funeral Directors Association Office, Box 908, Helena 59601:

1. "The Funeral and the Funeral Director"--a 27 minute, 16 mm color film that examines the funeral director's role and the values of the funeral.
2. "Explaining Death to Children" (grades 10-12, college and adult)--a 28 minute, 16 mm color film that discusses death and children and goes through a sample dialogue with a child.
3. "Our Busy People" (grades 8-12)--a 17 minute, 16 mm color film. An award-winning film that discusses the values of the funeral, looks at cemeteries, florists, and the concepts behind memorialization.
4. "Perspectives on Death" (four parts--recommend two sets). Two sound-color filmstrips, "Funeral Customs around the World" and "Death through the Eyes of the Artist." Also, audio tapes on "Death Themes in Literature" and "Death Themes in Music." Great for secondary classroom use.
5. "Understanding Death" (five parts--recommend two sets). Designed for elementary classroom use but also may be used with older children. Sound filmstrips on "Life/Death," "Exploring the Cemetery," "Facts about Funerals," "A Taste of Blackberries," and "Children and Death."
6. "Death and Dying: Closing the Circle" (grades 9-12)--Sound filmstrips in three parts: "The Meaning of Death;" "A Time to Mourn, a Time to Choose;" and "Walk in the World for Me."
7. "Help When It Is Needed" -- grades 9-12 and adult, follows a family through the funeral process in a 15 minute color/sound filmstrip. Accentuates the role of the professional and the values of the process. Also available in 35 mm slides with sound.
8. "Dialogue on Death"--¾" videotape cassette series (six parts). Six half-hour programs, particularly suited for secondary classroom use through college level. Included are "Explaining Death to Children," "The Funeral and the Funeral Director," plus programs dealing with American attitudes toward death (Blackwell and Talarzyk), an interview with Robert Fulton, a discussion on grief and the funeral with Edgar Jackson, and "Death Education" with George Daugherty.

In conjunction with this program the local funeral directors have been utilizing a library package which they have made available to all school libraries. If this package is not in your library, contact your local funeral director and request that it be made available. Books included are:

1. *Concerning Death: A Practical Guide for the Living* · Grollman
2. *Talking about Death* · Grollman
3. *You and Your Grief* · Jackson
4. *Grief and the Meaning of the Funeral* · Margolis, et al
5. *Dead Is a Four-Letter Word* Melby
6. *Caretaker of the Dead, the American Funeral Director* · Pine

Many pamphlets are available through the MFDA Executive Office. If you are interested in having a list of these mailed to you, please contact them.

CONSULTANT GARY HALL

Science & Math

MATH

The Montana Council of Teachers of Mathematics is hosting a name-of-site meeting in Missoula on March 16-18. This conference will include sections and workshops for grades K-12 on such topics as physics, astronomy, reading, science and their relationship to mathematics. In addition, several straight mathematics sections and workshops have been scheduled. For further information, please contact:

-- Dan Dolan
Columbus High School
322-5373
-- Lee Von Kuster
U of MT School of Education
243-5512
-- Gary Hall
Office of Public Instruction
449-2966 or 1-800-332-3402

FREE MATERIALS

Anyone wishing to receive copies of the following free information should contact Gary Hall unless otherwise noted.

-- *The Metric System: A Bibliography of Instructional Materials,* 1975 rev., 31 pgs., Indiana Department of Public Instruction.
-- *Puzzles and Games in the Classroom,* A Bibliography of Recreational Materials for Elementary Mathematics, 1972, 8 pgs., by Robert Whipple.
-- *Teaching Elementary Mathematics Using Laboratory Approaches,* 1973, 12 pgs., Office of Public Instruction.
-- PREP Report No. 30—*Teaching Resources for Low-Achieving Mathematics Classes,* 1970, 34 pgs., HEW.
-- *Criteria for Evaluating Basic Textbooks in Mathematics for Grades One to Eight,* 1970, 7 pgs., Advisory Committee on Mathematics, California.
-- *Bibliography of Literature Books to Enrich the Elementary Mathematics Program,* 4 pgs.
-- *Recommendations for Improving Mathematics Education,* 4 pgs., by the Montana Council of Teachers of Mathematics.
-- *Math for the Motivated,* 2 pgs., D & R Report, Vol. 1, No. 9.
-- *Selected Mathematics Curriculum Alternatives,* 1973, 32 pgs., Office of Public Instruction.
-- *Teaching Metrication,* 1975 rev., 8 pgs., Sears Educator Resource Series.

SCIENCE

-- *A Bibliography of Free & Inexpensive Energy Education Materials,* 8 pgs., People & Energy Project, Washington, D.C.
-- *Evaluating Students in an Elementary Science Program,* 1971, 2 pgs., paraphrased from a New Hampshire publication.

-- *Putting Inquiry into Science Learning,* 1966, 9 pgs., Dr. J. Richard Suchman, SRA, Inc.
-- *The Energy Challenge,* Federal Energy Administration student activity book, write to: The Energy Challenge, Box 14306, Dayton, OH 45414.
-- *Montana Renewable Energy Handbook,* 1977, 36 pgs., Montana Energy Advisory Council.
-- *Teaching Gifted Children Science in Grades Seven Through Twelve,* 1975, 55 pgs., write to: California State Department of Education, 721 Capitol Mall, Sacramento, CA 95814.
-- *The Process for Selecting Essential Reading and Mathematics Objectives,* 1975, 9 pgs., Texas Education Agency.
-- *Selector's Guide for Elementary School/Junior High School Science Programs,* 1977, 57 pgs., EPIE Report.
-- Viking pictures of Mars, set No. 1. Lithographs may be obtained from Superintendent of Documents, U.S. Printing Office, Washington D.C. 20402.
-- Limited number of Montana Energy Maps prepared by the Department of Earth Science at MSU for the Montana Energy Council.
-- Also available are several Energy Packages containing objectives, concepts, references and activities which are designed for integration into existing K-12 science curricula.

OPEN HOUSE

An open house for the new science wing at Eastern Montana College will be held on Feb. 23. All interested persons are welcome.

SCIENCE MEETING

The Montana Academy of Science Meeting will be held in Butte on April 20 and 21. A special session has been planned for science teachers and further details will appear in upcoming issues of *Montana Schools.*

HONORS GROUP

Recently chosen as members of the Honors Group of the 37th Annual Science Talent Search were Philip Wolfe, senior at Capital High School, Helena, and Susan Bickle, senior at Custer County District High School in Miles City.

A total of 967 students was considered in the talent search which is conducted annually by Science Service. Three hundred of these entrants were selected as members of the Honors Group and will be recommended for admission and scholarship awards to colleges and universities throughout the nation.

The Science Talent Search is supported by the Westinghouse Educational Foundation and the Westinghouse Electric Corporation.

PILOT MATERIALS

The National Science Teachers Association is looking for schools in which to pilot materials relating to interdisciplinary energy programs. For further information contact Gary Hall or Ed Eschler.

Aerospace college workshop dates

Location	Date
MONTANA TECH	June
Butte	12-30
CARROLL COLLEGE	July
Helena	10-21
MSU	June
Bozeman	12-21
EMC	June
Billings	19-28
NMC	June
Havre	22-24
	29-30
	July 1

Instructor	Time	Credits
Robert Conklin	8-12 a.m.	3
Robert Conklin	8-12 a.m.	3
Bernie Allen	8-12 a.m.	4
Buzz Christiansen	1-5 p.m.	3
Ron Kologi	8-5	4½

Funded by the Montana Aeronautics Division, these workshops are designed to give the teacher a broader scope of the aviation world.

New ideas will be presented for curriculum enrichment or for complete aviation units. Bibliographies, catalogues and directories covering a wealth of aviation information will be available. In addition, speakers from NASA will discuss current programs and future trends in aeronautics.

For further information contact the individual college or the Montana Aeronautics Division, Airport Road, Helena 59601 or call 449-2506.

OPI hotline activity

Christy Shandy, Reception/Referral Desk Manager, transferred 1,612 hotline calls from Montana educators and citizens to the Office of Public Instruction staff during the month of January.

County Superintendent:
records and revenue

Many of the duties of the county superintendent of schools deal with school finance. Montana statute places the authority to complete school budgets and compute the budgeted revenues and tax levies with the county superintendent (RCM 75-5805). The final budgets, pupil information for each district, and the county superintendent's estimate of county revenues, when completed each summer, are sent to the Office of Public Instruction (75-5809, 75-6719). These tasks, plus verifying the annual trustees' reports which are also forwarded to Helena (75-6804), are what the county superintendent is doing during the summer "vacation" months.

These summer tasks must be completed by September 1 if the schools within the county are to receive their first State Equalization payment the end of September. From July 1 until the county superintendent distributes county taxes collected in November, this September payment and budget reserves are the only operating funds available for budgeted expenses.

In September, an annual report must be published stating each district's cash balances, receipts, and expenditures for the year (75-5807).

Other fiscal duties of the county superintendent are: acting on tuition applications, estimating and verifying a district's average number belonging (ANB), and acting on requests to transfer or increase ANB (75-5805). Funding through the state foundation program is based on ANB.

Whenever available, the county superintendent orders the treasurer to apportion state and county monies to the districts according to their entitlements (75-5805).

Audits of school districts and records of certain state and federal payments such as P.L. 81-874, school food services, vocational education, ESEA Title I etc., are kept on file.

Contracts for individual transportation contracts and those for bus contractors are on file. The county superintendent also keeps records on the depreciation of school-owned buses.

The county's share of high school transportation costs and teacher retirement budgets for all districts are county-wide levies established and distributed by the county superintendents.

The fiscal responsibilities cited here are evidence the county superintendent's office plays a very important role in the schools' financial accountability to the public.

by Glennadene Ferrell,
Lake County Superintendent

Caveat emptor –
beware office supply scheme

It has been reported to the Office of Public Instruction that an office supply firm with sales techniques similar to those reported by a consumer-study newsletter has contacted several Montana schools.

The newsletter detailed the general format of such schemes and advised readers to report questionable contacts of this nature to a local Better Business Bureau or check with that Bureau before issuing a purchase order number for any supplies.

The newsletter reported that the contact begins with a telephone sales pitch in which the salesman identifies himself as representing a federal agency that can offer large amounts of office supplies at discount rates.

In one instance, investigators checking with a Washington, D.C. better business bureau discovered an extensive report on file about some schemes now in operation. A number of complaints received by the U.S. General Services Administration Office of Investigations concerning such schemes have been referred to the FBI, who also will advise consumers about the history of these schemes.

The newsletter advised that if you receive a telephone call of this kind, ask the caller to put the offer in writing. If you receive shipments of unordered items, return them. In addition, write the supplier advising that you did not order the merchandise and will not pay for it.

CLASSIFIEDS

Copyright/ Copywrong

A 60-page report, *The New Copyright Law and Education*, has been published by the Educational Research Service (ERS) to focus attention on aspects of the new law that have implications for administrators, teachers, librarians and other educators. The new copyright law became effective in January 1978.

The report is designed to assist educators in understanding the educational uses of copyrighted works and the possible legal issues involved, so that infringements can be avoided and protected works used in ways that will benefit pupil instruction.

Four major aspects of the law are emphasized: (1) statutory fair use (this section clarifies what teachers can and cannot do with copyrighted works); (2) duration of copyright; (3) penalties for infringement and (4) performance of protected works, such as musical, dramatic and nondramatic literary works. Other topics covered are copying by libraries and archives, display of copyrighted works, recording musical performances and educational broadcasting.

Sections of the law that apply specifically to educational uses are reproduced. The report includes suggestions for administrators and school boards on how to comply with the law, specifics of how teachers can and cannot use copyrighted material, sample forms for use by teachers in requesting permission to use copyrighted material and guidelines relating to copyrighted books, periodicals, and music and to interlibrary loans.

ERS is a nonprofit corporation formed in 1973 to serve the needs of school management for research on current school issues. It is sponsored by the American Association of School Administrators, the American Association of School Personnel Administrators, and Council of Chief State School Officers, the National Association of Elementary School Principals, the National Association of Secondary School Principals and the National School Public Relations Association.

The New Copyright Law and Education is available for $7.00 a copy from Educational Research Service, 1800 North Kent St., Arlington, VA 22209.

Teachers exchange seeks applicants

Teachers interested in teaching for one year in Australia may apply for the Victorian International Teaching Fellowship Program.

This is an exchange program between selected states in the United States and the state of Victoria in Australia. Selected Montana applicants are matched with Australian teachers with comparable training, experience and teaching specialties and are given related assignments in their respective Montana/Victorian schools.

This forthcoming exchange would be for the period of January 1979-January 1980. The deadline for application is March 10. Any interested persons should communicate with Edward Eschler, Social Studies Consultant, Office of Public Instruction, Helena 59601, 449-2543 or 1-800-332-3402.

A limited number of exchanges are available to enable selected persons to teach or administer in Alaska on a direct exchange basis. The term of exchange is one school year, normally September through early June, depending on school calendars. Educators selected for exchange should have a minimum of a bachelor's degree and should hold a Montana teacher's or administrator's certificate which is valid for the period of exchange. Applications must be submitted by March 10. For further information, contact Ed Eschler (449-2543).

¿Habla Usted Español?

The Yale University Summer Language Institute has been scheduled for June 19 through August 11, 1978. The Institute offers courses at beginning, intermediate, and advanced levels in the contemporary languages of Europe; Greek (classical and modern) and Hebrew; Elementary and Intermediate Latin; Modern Standard and Spoken Arabic; Elementary Persian; Chinese and Japanese at elementary, intermediate, and advanced levels. In addition, reading courses in French, German, Russian and Spanish are offered for graduate students preparing for language examinations.

Detailed information and brochures may be obtained by writing: Dr. Charles A. Porter, Director; Yale Summer Language Institute; 305 Crown Street, DE; New Haven, CT 06520.

Community education workshops scheduled

Community education awareness workshops will be held in Glendive on March 14; Lewistown on March 15; and Conrad on March 16. The workshops are jointly sponsored by the Office of Public Instruction, the Cooperative Extension Service at MSU, and the Center for Community Education Development also at MSU, under a grant from the Montana Committee for the Humanities.

Workshop activities include a simulated trial in which several public policy issues related to community education will be presented and discussed. This format will allow both the pros and cons of the issues to be presented and will encourage audience participation.

Teams of school and community members from towns surrounding the three host sites will be invited to participate, but the workshops will be open also to anyone who is interested. Interested persons should watch local papers for workshop details. Further information also can be obtained from Kathleen Mollohan, Community Education Consultant, Division of Planning, Office of Public Instruction (hotline number 1-800-332-3402) or Gloria Gregg, Center for Community Education Development, Montana State University (994-4731).

Library awards nominees sought

The Montana Library Association is soliciting nominations for their annual awards program. According to Martha Adams, elementary librarian for Emerson School in Bozeman, who is coordinating the nominations, the most significant aspect of the program is that it provides recognition of outstanding achievements by library trustees and school administrators statewide.

In nominating school administrators, committees should consider three areas of achievement: planning, program and community relations. Guidelines for the nominations include review of program implementation, creative and effective planning, and development of constructive policies.

Entries must be submitted in triplicate to Adams by March 1. Selection of candidates to receive the award will be made by March 15 and award presentations made in May at the Montana Library Association State Convention in Kalispell.

"Reading Expo '78" includes Montanans

Four Montanans are among 140 speakers scheduled to lead six symposiums and six sectional meetings at the Fifth Far West Regional Conference's "Reading Expo '78" to be held in Spokane, WA, March 16-18.

Friday's schedule of sectional meetings will include:

— Dr. C. "Hap" Gilland from Eastern Montana College, speaking on "Adapting Reading Instruction to the Indian Child";

— Carol Springer of Riverside Junior High School, Billings, discussing "Dare to be Different: Motivating Reluctant and Low-Achieving Secondary Students";

— Millie Lindell from Great Falls Public Schools, addressing "It Takes More Than One Tree to Make a Forest";

— Dr. Gerald Sullivan, Montana State University, describing "Apples of Gold in Pictures of Silver: Vocabulary Enrichment."

Sectional leaders include Dr. William Durr, Michigan State University; Dr. Lou Burmeister, University of Texas; Dr. Gilbert Schiffman, Director of the Right to Read program, U.S. Office of Education; Dr. Nicholas Glaser, University of Northern Colorado and Dr. Jo Stanchfield, Occidental College of Los Angeles.

The keynote speaker for the conference will be Dr. Roger Farr, Indiana University, a nationally recognized researcher who will present findings on how well kids are reading today as compared to past research results.

Over 3,000 people are expected to attend the conference participating in discussions on film festivals; sex, race and career bias in textbooks; newspaper reading; parent's corner; content reading and comprehension; bibliotherapeutic materials; community college level reading; programs specialized for administrators, teacher aides, school nurses and counselors; and general research areas in developmental, testing, remedial and instruction of reading.

Principals should have received registration materials and inquiries about registration should be directed to Dr. Les Francis at 3508 22nd Ave., Spokane, WA 99302.

Educators honor Carl Sandburg

Educators throughout the nation are being encouraged to take part in the celebration of the life and works of Carl Sandburg who was born 100 years ago.

Teachers can obtain promotional materials and special classroom programs by writing to Benjamin Davis, superintendent of the Carl Sandburg National Historic Site in Flatrock, NC 28731.

Districts receive OCR survey

More than 61 Montana education agencies will take part in an Office for Civil Rights (OCR) survey being administered this year to over 6,100 agencies nationwide. The questionnaires, which are eight pages long, are composed of two parts, the School System Summary Report (Form 101) and the Individual School Report (Form 102.)

The summary report addresses issues about graduation requirements, special education and discipline. The individual report covers bilingual education, discipline, assignment of pupils to programs, assessibility for handicapped pupils, single sex classes, graduation requirements and the composition of athletic teams. Also, a section on Child Nutrition Programs has been incorporated into this year's survey.

The survey's basic function is to help OCR target compliance reviews. Each question is specifically keyed to one or more of the civil rights laws enforced by OCR. Information gathered from the survey will be used also for pre-grant reviews and complaint investigations in specific districts. All information from the survey will be made available to the public either through regional HEW or OCR offices and state agencies and local superintendent's offices.

Cross-cultural conference convenes

A Conference on Cross-Cultural Education to be held Feb. 23-25 at the Ramada Inn in Billings will focus on educational problems of the bilingually-biculturally different child.

Sessions are designed for bilingual project directors, instructional staff, parents, school administrators and school board members.

Topics planned for administrators' workshops include problems in management, testing, program implementation and evaluation. Instructional staff attending the conference will research methods of team teaching, criteria for material selections in reading readiness and language experience and uses of learning centers. Parents and school board members will investigate roles of community/parent advisory committees and community involvement in bilingual-bicultural education.

Earl Barlow, chairman of the Montana Board of Public Education will be the keynote speaker Thursday while Superintendent of Public Instruction Georgia Rice will be the featured speaker Saturday.

The conference is jointly sponsored by the Crow and Northern Cheyenne Bilingual Program which received assistance from the Center for Cross-Cultural Education in Denver, the Delta Bilingual Center of Salt Lake City and the Office of Public Instruction's Equal Learning Opportunities Division.

CEC convention set for Bozeman

The 1978 convention of the Council for Exceptional Children will be held in Bozeman, March 16-18. The theme of this year's convention will be "Positive Management of Handicapped Children."

Keynote speaker will be Dr. Frank Taylor, director of special education of Santa Monica Public Schools, Santa Monica, CA. Dr. Taylor will be speaking on the "Engineered Classroom at Santa Monica," and "Writing Behavioral Objectives Into I.E.P.'s."

Also speaking will be Linda Brown from the University of Texas at Austin. Ms. Brown will speak on the convention theme of "Positive Management of Handicapped Children" and on the topic "Behavioral Reading Skills."

In addition to the main speakers there will be an unusually wide and interesting array of sectionals dealing with subjects related to exceptional children.

In order to provide information and assistance for those involved in Special Olympics, the convention board has retained professional soccer star Stan Startzell, who will present clinics on soccer.

Tentatively scheduled for March 16 is a workshop on preschool handicapped children. A publicity letter confirming this and also providing registration forms for the convention and other functions will be sent to CEC members and school districts in the very near future.

For registration and further information contact the Livingston Special Education Office, P.O. Box 669, Livingston 59047, phone 1-222-6600.

Teacher center grants available

The grant requirements for teacher center programs have been received. Deadline for submission of applications is March 30. Further information may be obtained by calling John Voorhis, manager, Division of Teacher Education and Certification, 449-3150 or 1-800-332-3402.

Career awareness seminar slated

Wednesday, March 15, Missoula Technical Center will present a Job Awareness Seminar entitled "CAP Your Career – Competence, Attitude and Professionalism."

Topics concerning the working world will be covered using professionals from the community and the state. Mrs. Earlene Thares, employment supervisor/recruiter for Mountain Bell, will begin the day with a keynote speech.

Anyone interested in further information may contact Mr. Gil Rice, placement technician, Missoula Technical Center, 909 So. Ave. W., 59801; 721-1330, Ext. 258.

Regional workshop schedule set for 1978-79

The following sites and dates have been set tentatively for regional workshops for the coming school year.

Tuesday	Aug. 22	Columbus
Thursday	Aug. 24	Sidney
Friday	Aug. 25	Glasgow
Monday	Aug. 28	Belgrade
Tuesday	Aug. 29	Hardin
Wednesday	Aug. 30	Lewistown
Thursday	Aug. 31	Havre
Friday	Sept. 1	Conrad

Schools in the above regions will be surveyed to determine if the appropriate date will be used for PIR purposes. At all sites where a sufficient participation warrants, a workshop program will be offered.

If there are requests from other regions for workshops at other times, full consideration will be given to such programs. For further information, contact Duane Jackson, Office of Public Instruction, 449-2471 or 1-800-332-3402.

CETA opportunities outlined

The Comprehensive Employment and Training Act (CETA), which provides job training and employment opportunities for disadvantaged, unemployed and underemployed persons, was signed into law in December, 1973.

Through a flexible and decentralized system of federal, state and local programs, activities authorized under this act include classroom training, on-the-job training, public service employment, work experience and manpower and supportive services.

In order to allow for a maximum amount of input from different segments of the population and from a wide variety of interests, the governor, as prime sponsor for Montana, established the Governor's Employment and Training Council, which serves as both a planning and service advisory council.

The classroom training program activities, as subgranted, conducted by the Office of Public Instruction and the Employment Security Division of the Department of Labor and Industry, consist of four components: class size training, individual referral, World of Work and Adult Basic Education. The Employment Security Division acts as a referral agent for all components and pays allowances to program participants. The Office of Public Instruction supervises the training by providing funds for teachers, equipment and curricula with the approval of the operations committee.

The Concentrated Employment Program (CEP), funded by Title I, also provides classroom training conducted in CEP training centers in Butte and Helena.

Administrative internships available

Internships for women in school administration are being developed and implemented by the Montana School Boards Association through a grant received from the Women's Educational Equity Act.

The internship program will provide administrative experience, on-the-job training and field-based instruction to qualified women who have demonstrated leadership potential and an interest in school administration.

Although 67 percent of the nation's teachers are women, only 3 percent of the nation's secondary principals are women. There are no women secondary principals in Montana, and only five women serving as assistant secondary principals. Of 250 elementary principals in Montana, only 25 are women.

The 12 internships which will be located in Billings, Columbus, Absarokee and Livingston (with more sites to be selected by MSBA later) include financial assistance of $150 per week for the year-long program.

Montana State University will offer the courses in Billings during fall and spring quarters, while the winter quarter will be spent full time at the internship location. Applicants may request forms from Women in School Administration, 2414 6th Ave. N., Billings 59101 before March 17.

Public conference to discuss basics

The Education Clearinghouse of the Rockies, a private Missoula-based association concerned with citizen education, is sponsoring a free public conference March 17-18 in Missoula focusing on three main issues: what is "basic" to education, the issues of competency testing and educational change.

K. Ross Toole, professor of history at the University of Montana will open the conference with "A Historical Look at the Basics." Workshops designed to explore the main issues will include panelists Earl Barlow, chairman of the State Board of Education and superintendent of Browning Schools and John Smith, superintendent of Lolo Schools.

A workshop to explore the basics in creative and liberal arts will include Maxine Van de Wetering, professor of humanities at UM; Jack McGuire, chairman of humanities, Montana Tech; Ted James, chairman of the Board of Regents; and Montana Legislator Jack Gunderson.

Information and travel assistance can be obtained by calling the Education Clearinghouse at 1-543-3371.

FROM THE SUPERINTENDENT

I want to personally inform you that since the unfortunate death of Gordon Warner, the following staffing responsibilities are effective immediately in secondary vocational education:

-- Larry Johnson will have specific responsibilities for Secondary Program Application. Secondary Program Planning and Research, and State Plan assistance to the Planning Council.

-- Betty Lou Hoffman will have specific responsibilities for Field Services and Program Evaluation.

Any needs in these areas should be forwarded directly to the above-mentioned individuals.

Thank you for your consideration and assistance.

GEORGIA RICE

Calendar

'78 Mar.

March 1-7	National Physical Education & Sport Week
March 1-31	Multiple Sclerosis Spring Read-A-Thon Month
9-11	DECA State Junior Collegiate Career Development Conference - Miles City
11	Northwest Reading Council Conference - Kalispell
16-18	Montana Council of Teachers of Mathematics Annual Conference - Missoula
18-19	Orff-Schulwerk Music Workshop - Feather Pipe Ranch - Helena 442-8196
22-24	State FHA Conference - U of M - Missoula
23-24	Office Educ. Assoc. State Leadership Conference Kalispell
26	Easter

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